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ABSTRACT

Receptivity of educators to a sample integrated social studies curriculum to replace the present single subject discipline curriculum in Zambian junior secondary schools was investigated. Geography, history, and civics teachers from 50 schools in 7 of Zambia's 9 school regions considered a proposed curriculum which seeks to promote social awareness and national unity through interdisciplinary study of locality, weather and climate, transport and communication, and population. Teachers then answered open-ended questions concerning the relevance and effectiveness of the present curriculum, the efficiency of the new program, the possible need for teacher retraining and methods changes, and areas where the new curriculum could be improved. Results were generally favorable to the new curriculum, with some reservations. Those opposed expressed concerns that individual disciplines would be watered down or possibly neglected, individual departments might lose identity, teachers might lose autonomy, and problems would develop in teacher training and materials development. Recommendations for implementing a new curriculum include revision of teacher education objectives and teacher education programs, and accelerated training of curriculum developers. A sample of the teacher questionnaire is included. (LP)

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No. 72

LAWRENCE PUNGWA:

DEVELOPMENT OF SOCIAL STUDIES CURRICULUM CONTENT FOR ZAMBIAN JUNIOR SECONDARY SCHOOLS

1982

SØ 015 073

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DEVELOPMENT OF SOCIAL STUDIES CURRICULUM CONTENT FOR ZAMBIAN JUNIOR SECONDARY SCHOOLS

BY

LAURENCE PUNGWA, B. A. (UNIVERSITY OF ZAMBIA)

SUBMITTED TO THE FACULTY OF EDUCATION
OF THE UNIVERSITY OF NAIROBI IN
PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE
POSTGRADUATE DIPLOMA IN
CURRICULUM DEVELOPMENT

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Lawrence Pungya

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CHAPTER I

STATEMENT OF THE PROBLEM

A. BACKGROUND TO SOCIAL STUDIES IN THE SCHOOL CURRICULUM

The introduction of Social Studies in the Zambian Primary schools came as a follow-up of the recommendations of the "African Social Studies Programme" conference held in Mombasa, Kenya, in 1968. Zambia being a member of the Programme took the step of doing away with the teaching of single subjects at the Primary school level.

The new subject, "Social Studies", came into being in April, 1970. The objectives of the programme were defined as follows:

1. to teach certain background information as demanded by the syllabus;
2. to create an awareness and understanding in the minds of the recipients of the background information of:
   - i. their environment;
   - ii. their relationships with others, both personal and inpersonal, in the past and the present;
   - iii. how all this relates to future problems;
3. to develop aptitudes and skills, together with attitudes demanded of good citizenship;
4. to develop certain standards and qualities in character for the furtherance of personal achievement, satisfaction and happiness;
5. to develop the whole of the above within the national philosophy of Humanism;

The introduction of Social Studies as an integral part of the curriculum of Primary schools was a great educational achievement. It is the realisation of its importance that a further step be taken to introduce the subject at the secondary school level.

B. CURRENT SUBJECTS OFFERED IN ZAMBIAN SECONDARY SCHOOLS

At present, the secondary school curriculum subjects such as history, geography and civics are taught as separate subjects in all classes. Concern has been expressed in many official quarters as to the appropriateness of the teaching approaches to these subjects for the cultivation of the individuals needs for Zambia's economic development. It is, therefore,

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high time to examine the position of these subjects for purposes of determining whether they provide the necessary skills and values to meet the national educational objectives. Since these subjects are taught in their own right, thereby creating blocks of knowledge, the present secondary school curriculum does not meet the national objectives in anyway. There are many reasons for introducing Social Studies in the secondary school curriculum. If we want our young people to grow into happy, mature and well-balanced adults, we must give them opportunities of finding out something of the inter-relatedness of the things around them. The present single subject teaching is only concerned with the skillful teaching of that discipline in order that pupils will acquaint themselves in the final examination. In such approach there is more emphasis on rote learning of factual information. Students should be able to investigate problems and form their own generalisations.

In the Social Studies teaching emphasis is upon the process of thought, rather than the process of memory and recall. A course on "Man and his Problems" would be more relevant to the Zambian situation. A change in curriculum is vital in a changing society. This change must meet the new educational objectives, the new aspirations and the new challenges in the changing society. In so doing we hope to give the new generation the education that is relevant to their time.

The ineffectiveness of the current curriculum prompted the Zambian Government to give directives that "Political Education" be included on the school curriculum as a separate subject right through the entire school system. The directives are that:

> "Political Education should ------ not merely consist of reciting passages from several publications or compediums of political knowledge, but should seek to translate the substance of social achievement into positive action and inter weave it into the fabric of society---- it should seek to assess the past and extrapolate it into the present and future; to use the cultural background and social values as a mirror through which society, which includes students, can reflect its own performance and recognise areas of need, scarcity and where there is room for improvement".
>
> (Republic of Zambia, Educational Reform, Proposals and Recommendations, Government Printer, Lusaka, October, 1977, Page 94)1.

If Political Education is to be taught as a separate subject, it will create the problem of overcrowding the secondary school curriculum. It is, therefore, important that Political Education be incorporated into Social Studies, thus, doing away with single subjects. This shift from single subjects to that of Social Studies is supported

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by the argument that there are common elements and knowledge among these disciplines. The adoption of an integrated approach in the teaching of all these subjects will enhance greater acquisition of skills and values. This integration would be in line with Social Studies objectives according to the National Policy of education based on the philosophy of Humanism.

Humanism, like other concepts, has direct and indirect expressions in the principles of political and social organisation. According to the philosophy of Humanism in Zambia, some of the direct and indirect expressions are stated in terms of:

1. participatory democracy, the cornerstone of our constitution, through which individuals and communities help make the decisions which affect their welfare, and share responsibility for them;
2. co-operative action, through which the resources of communities and groups are shared in the traditional spirit of mutual aid and "tiyende pa mozi";
3. self-reliance, which demands self-discipline, hard work and rejection of spoon feeding;
4. self-criticism, which requires individual honesty and humility and collective dedication to improve performance.
   (Republic of Zambia, Ministry of Education, Curriculum Council, Statement of Aims and objectives for Education in Zambia, July, 1974, Page 3)2.

Without doubt all these direct and indirect expressions of the Philosophy of Humanism could be taught and achieved through Social Studies, a combination of various subjects, Political Education not an exception.

C. THE PROBLEM

The problem faced by those concerned with curriculum planning is that of developing a Social Studies curriculum content at the secondary school level where subjects are taught as separate entities. This problem also encompasses:

1. the selection of relevant content in each of the classes to ensure a satisfactory sequencing of the materials;
2. identifying the teaching techniques;
3. approaches to be used;
4. the training and re-training of suitable teachers to teach Social Studies.

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Despite these problems, there is need to integrate the subject disciplines so as to bring a strong component of Political Education through Social Studies, as an integrated approach.

Since Social Studies is taught in the Primary school, it is unrealistic to have a break from the system at the end of the Primary school to that of a single subject curriculum at the secondary school level. Such a shift would have negative effects on the part of the Primary school leavers. When the Primary school leavers enter secondary school, they are likely to look at the education they have had as being different from that they have to undergo. Thus, a great gap would be created between primary and secondary school education. The most important aim is to have continuity from the primary to secondary school system. The Social Studies programme for secondary schools should build on the foundations of the Social Studies already laid at the primary school level.

There is a lot of literature supporting the status of Social Studies as an integrated approach. Various authors have produced work on the role and position of Social Studies in the education of the young. But there is also great disagreement among authors on the status of Social Studies as an integrated approach. Some authors prefer to have social subjects taught in their own right. This latter school of thought includes people such as Bestov who argues that:

> "the shortsighted worship of contemporaneity is producing its most devastating effect within the area which educators call "Social Studies". This label has itself contributed so greatly to educational confusion and stultification that it ought to be abandoned forthwith".
>
> (In Ibid, Page 126)3.

However, there is more support for Social Studies as an integrated approach than for the teaching of social science subjects as single subjects. Those who support this view have a lot in common and look at social studies as a sense of shared purpose. They contend that in teaching social studies:

> "teachers attempt to help young people learn about themselves, about other human beings and about society and culture so as to enable them to develop to their maximum human potential while functioning effectively as members of society".
>
> (MEHLINGER D. H. (ed.) Unesco Handbook for the Teaching of Social Studies, Croom Helm, London, Unesco. Paris, 1981, Page 59)4.

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Supporters of the integrated approach to Social Studies argue that the above view could be achieved while preserving discipline identification. They say that the main purpose of instruction is not to teach the academic disciplines, but to teach about the country, using the academic disciplines as a source of knowledge. For this reason Kenneth Boulding, as quoted by Mehlinger, 1981, on page 68, argues that:

> "the economist, the political scientist, the authropologist, the sociologist, and the social psychologist, even the historian and the human geographer, are all really studying the same thing which is the sociosphere, that is the billions of human beings on the earth, all their inputs, interactions, organisations, communications and transactions".

There are a number of justifications for the integrated approach. The integrated approach is likely to maintain focus on the instrumental purpose of instruction to promote social goals. It is also possible to enhance individual than Social Studies instruction that depends on the validity of separate academic subjects. It is only a good social studies curriculum which helps young individuals to develop into fully human adults by relating them to their society by means of appropriate knowledge and experience selected from the social sciences and other disciplines. Social science disciplines are so closely interrelated and interconnected that at the primary and secondary school levels they can be meaningfully merged. This close relationship between the social sciences such as environmental education, religious education, health education, developmental education, political education and the need for peace and international understanding can be taught in an integrated discipline, under the name, "Social Studies".

For all these considerations, Social Studies can be defined as "the study of man, the way he behaves and organises in groups, the relationship of his physical and natural environment and his control over the environments. It aims at providing the learner with durable skills and techniques for the study of this subject and the ability to face challenges in life.

By the nature of the existing curricula, especially those for geography, history and civics, there is a great deal of similarity in terms of their methodology and content areas. Their difference as it exists in the current curricula is therefore more artficial and forced than natural. This can be resolved through social studies as an integrated single subject:

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This view of social studies is also supported by Julius Nyerere when he comments that:

> "the education provided by Tanzania for the students of Tanzania must serve the purposes of Tanzania. It must encourage the growth of the socialist values we aspire to. It must encourage the development of a proud, independent and free citizen which relies upon itself for its own development ------- It must ensure that the educated know themselves to be an integrated part of the nation and recognise the responsibility to the greater service the greater the opportunities they have had".
>
> (NYERERE K. J., Freedom and Socialism, Oxford University Press, Dar-es-Salaam, Tanzania, 1968, P. 290)5.

Thus, man emerges as the central figure in such a study, and man is the basis of all work in social studies. For example, from political science and civics, which include Political Education, the student can learn not only about his government and other people's governments, but also about the impact of political decisions in society.

An integrated approach to learning, the Social Studies attempts to follow the child's natural ways of learning, viewing the world as a whole. The teachers' role is to provide experience and to assist the inquiry process of further learning.

D. PURPOSE OF THE STUDY

Since it is suggested that social studies replace the single subject§ areas taught in secondary schools in Zambia the purpose of this study is to design and develop a sample social studies content for the Junior Secondary School curriculum. Since there is a great amount of work to be covered in an undertaking of this nature, only the social studies curriculum for Form I of the secondary school will be developed in this paper. This however would serve as the basis for tackling the problem of developing a full social studies curriculum for the entire secondary school system in Zambia. Only when the curriculum content for Form I has been developed, trial-tested, found satisfactory and implemented throughout the system, could one venture into the laborious work involved in developing a full secondary school curriculum for social studies.

In developing a satisfactory social studies curriculum the most important components to be taken into account are:

1. content (subject matter),

2. methodology

3. teaching techniques

4. instructional media

5. the training of teachers to teach social studies at the secondary school level

Both pre-service and in-service training of teachers are important aspects in the development and implementation of a curriculum.

E. LIMITATION OF THE STUDY

The main purpose for limiting the study to Form I Junior Secondary level is to at least minimise those constraints that curriculum planning, development and implementation of the programme into the school system. These limiting factors at the initial stage could be considered in terms of:

1. Financial constraints

The cost of developing a full secondary school curriculum is very great. Since there is always very little finance allocated to curriculum development, the cost of carrying out the programme on a large-scale might not succeed as the cost is likely to affect the quality of the curriculum. A satisfactory development of any new programme needs support of the majority of the people who are concerned with curriculum planning, development and implementation. It is costly to produce instructional materials, teaching aids and to provide facilities that would go with the new programme. Thus, it is important that the initial stage of introducing social studies in the Junior Secondary school system be limited to Form I school population.

When the Form I social studies curriculum proves successful, it is when a full Junior secondary school curriculum could be undertaken. This should be the sequence of development in the learner's needs and abilities.

2. Course content

The development and organisation of the social studies curriculum content also limits the study to Form I level. In developing a course content one has to consider

a) the selection of relevant sections and elements from different subject disciplines that are being taught so that only important elements form the social studies programme;

b) the new subject matter that has to be taught;

c) the training of teachers to teach the new subject;

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This situation raises the problem related to the attitudes of teachers teaching different subjects. Teachers determine the extent to which the curriculum has to be implemented in the school system. If the curriculum is to be successfully implemented, teachers must be provided with specialised materials, including instructional media for effective teaching of the new programme.

3. Time Factor

The problem in curriculum development includes the amount of time allocated per week to each of the separate subjects. It takes time to produce a satisfactory curriculum that would be acceptable to the community and society at large. The cost of re-training of teachers in terms of time and money has also to be considered. These requirements of the curriculum will determine the allotment of time needed for all the learners to achieve the objectives of the curriculum. This in turn leads to time distribution to the whole secondary school system. It also includes time required of all the participants in the programme.

4. Training of Teachers

The key to educational quality is the quality of the teaching force. The quality of the teachers will determine the level of utilising the national resources available.

Since teachers at the secondary school level have their own fields of speciality, their attitude towards an integrated approach may affect the whole programme. Thus, there is need to convince the teachers on the importance of social studies at the secondary school level. Once the greenlight is given in this field, there will be need for training and re-training of teachers to teach social studies. All this takes time and money to produce a qualified teacher. The training of teachers should give them new insights of learning and teaching methods. This means that teachers of separate subjects are not competent enough to teach the new subject, "Social Studies". Pre-training of teachers is a long-term process that would include the training of Secondary school College tutors in the new methods of teaching Social Studies.

In order to avoid such problems it is vital that a step be taken at Form I level where a few teachers would be re-trained to teach the new programme.

CHAPTER II

DATA COLLECTION PROCEDURES

The aim for this study was to find ways and means of developing a "Social studies" curriculum for secondary school Form I in Zambia. The intention was to develop a new curriculum which will replace the present single-subject discipline curriculum being followed at the Junior Secondary School level. In order to reach a reasonable understanding of the new approach, opinions and suggestions for content of the new curriculum, a Questionnaire and Interview schedule were developed.

A. DEVELOPMENT OF QUESTIONNAIRE AND INTERVIEW SCHEDULE

The data collection procedures consisted of the development of a Questionnaire and Interview schedule which were then administered to a sample of secondary schools.

1. The Questionnaire

The objective of the Questionnaire was to elicit information on the following aspects of the school curriculum:

i. how the content of the new curriculum has to be selected from the different subject areas in terms of suitability of the methods and instruments of assessment that would fully contribute to the programme of instruction;

ii. teacher classroom performance and the preparation and use of the "Teachers' Guide";

iii. type and suitability of teaching-learning aids to be developed;

iv. the preparation of the "Student work cards" and "Supplementary Readers";

v. the possibility of initiating a change in the approach to the teaching of the new subject in the Secondary Teacher Training College and the University of Zambia on the same lines as those used at the Primary School level;

vi. the possibility of re-training teachers so that they become competent enough in the teaching of the new subject;

vii. the training of teachers in the "Evaluation" methods to make their day to day teaching more effective.

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2. The Interview Schedule

The interview schedule consisted of a set of structured questions which made the interviewees free to express their views and feelings over the proposed introduction of Social Studies at the Junior Secondary School level. The interviews were carried out in order to find out:

i. the relevance of the present single-subject disciplined secondary school curriculum in terms of content, the special skills, attitudes and other learning outcomes of the students;

ii. methods to be employed in the teaching/learning situation so as to ensure effective acquisition of knowledge relevant to the students' needs and interests;

iii. the knowledge students acquire in the present curriculum. This is not adequate enough to meet the national goals of education in Zambia;

iv. how far the present secondary school curriculum contributes towards one of the major objectives of education in Zambia as regards the orientation and expansion of education and training programmes towards meeting the manpower needs of the country;

v. how far the present curriculum contributes towards promoting integration and national unity in Zambia;

vi. whether the new programme appears to be more or less efficient than the existing one and how its efficiency would be improved.

3. Documentary sources

Documents of various writers and researchers who had worked in the area of social studies were also consulted.

B. SELECTION OF RESPONDENTS

Fifty schools in seven Regions out of the total of nine Regions in Zambia were selected for study. From each of the seven Regions a number of secondary schools were selected. Table I shows the number of schools selected from each of the seven Regions.

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TABLE I

SCHOOLS SELECTED FOR STUDY

REGION	BOARDING SCHOOLS	DAY SCHOOLS	TOTALS
SOUTHERN	4	5	9
WESTERN	2	2	4
LUSAKA	2	10	12
KABWE	4	5	9
COPPERBELT	2	10	12
NORTHERN	-	2	2
EASTERN	1	1	2
TOTAL	15	35	50

As the Table indicates, out of the total of 50 schools, 15 were Boarding Schools and 35 were Day Schools. In all, 50 secondary schools were included in the study. These schools constituted the total Sample of the Research.

The respondents of the study were teachers of geography, history and civics who were used in the study. Other respondents used in the study included:

i. some lecturers at the University of Zambia - - - 2
ii. subject specialists at the Curriculum Development Centre - 1
iii. lecturers at Nkrumah Teachers' College - - - - - 4
iv. school inspectors in their specialised fields - - 2

C. ADMINISTRATION OF THE QUESTIONNAIRE

In the administration of the Questionnaire, the 50 schools selected for study were grouped into two categories:

i. in the first category of schools, questionnaires were sent to teachers in advance. The main aim of sending the questionnaires in advance was to give the respondents enough time to study the contents of the questionnaire. This made it possible for the teachers to respond to the questionnaire in

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good time before the arrival of the Researcher. Each school was given at least 3 weeks in which to complete the questionnaire. These schools were 20 in number, that is, 10 schools in Lusaka Region, 5 schools in Kabwe Region, plus 1 secondary Teacher Training College, and 5 schools in the Copperbelt Region.

ii. the schools in the second category were sent questionnaires which teachers concerned were to complete and then send them to the Researcher. These schools were 30 in number, scattered all over the seven Regions selected for study. To facilitate the sending of the completed copies, each of the schools was sent an already stamped and addressed envelope.

D. ADMINISTRATION OF THE INTERVIEW SCHEDULE

There was need to interview a number of people acknowledgeable in the field of social studies curriculum planning and implementation as stated in the Educational Reform of 1977. In addition, discussions were held with teachers who teach geography, history and civics.

It was not possible to interview individual teachers in the schools visited because of the time factor. It was not the intention of the researcher to interrupt the normal running of the schools.

This procedure aimed at eliminating possible variables that would affect the data if teachers were interviewed individually. The method of holding general discussions was successful in the sense that teachers were free to ask questions and air their views as appropriate. Those teachers who did not have any idea of a questionnaire learned a lot from their colleagues. After the discussion the teachers concerned were asked to produce a joint written paper based on their feelings as regards the introduction of social studies at the Junior Secondary School level.

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CHAPTER III

DEVELOPMENT OF SAMPLE SYLLABUS IN SOCIAL STUDIES

A. ANALYSIS OF DATA

The data was obtained from the information supplied by the respondents after they had completed the questionnaires. The questionnaires were sent to 50 secondary schools which were selected for study on the introduction of social studies in the Junior Secondary School classes.

When the questionnaires were received from the respondents, the results were tallied in the appropriate columns of the table that was drawn before hand. The tallying of the results was used for comparing the results of the investigation into the problem of introducing social studies in the Junior secondary classes. Each tally represented a single response to each item of the questionnaire. The tallies were then counted and the total written in the appropriate column of Table II. The grand total for each column was then calculated and written below each column.

The Table consists of two columns showing positive responses and negative responses. The two columns show the number of respondents who supplied information in favour of and against the integrated approach to the teaching of geography, history, civics and Political Education. As the Table shows, the positive responses column has the highest number of responses, i.e. 182, against the 85 negative responses. In percentage terms, the positive response is nearly 68 percent of the total responses. This indicates that more people showed favourable attitude to the introduction of social studies in the Junior secondary school classes, than those who showed a negative attitude. It is on the basis of this data analysis that conclusions will be arrived at in the next chapter.

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TABLE II

DATA ANALYSIS TABLE

N° OF ITEM	POSITIVE RESPONSE	NEGATIVE RESPONSE	TOTAL
4 (a)	21	9	30
(b)	16	11	27
(c)	14	11	25
5 (a)	22	8	30
(b)	17	12	29
(c)	16	6	22
6 (a)	13	11	24
(b)	23	7	30
(c)	24	4	28
8 (a)	8	6	14
(b)	8	-	8
TOTAL	182	85	267

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B. SAMPLE SOCIAL STUDIES SYLLABUS

1. Social Studies Rationale

In the teaching of social studies the main aim should be to encourage every student to take an intelligent and inquiry interest in the world around him. The approach should be done with particular reference to the locality in which the student lives and the industry in which the community is engaged.

The Junior secondary school syllabus should be drawn from a variety of disciplines such as geography, history, civics and Political Education. The main objective of the syllabus should be to develop an ideal man, sound in mind and body. The social studies curriculum must be built on the foundations of the social studies already laid at the Primary school level. It should consist of the following aspects :

i. factual topics which aim at knowledge acquisition;

ii. methodology and other approaches that will ensure an effective teacher-learner interaction so that the anticipated outcomes will be highlighted;

iii. the development of instructional materials and teaching aids to assist the teacher to implement the new curriculum effectively.

2. Secondary School Social Studies objectives

The social studies objectives for the Junior Secondary School syllabus should be:

i. to develop the students' ability to think critically and creatively;

ii. to develop the students' ability to understand the difference between factual and non-factual information;

iii. to provide students with some knowledge of the effect that physical environment has had in shaping modern society;

iv. to provide students with some understanding of the growth and development of Zambia, the physical environment, the history and the economic and political development of Zambia;

v. to enable the students to obtain a general understanding of the thoughts and emotions of people covering the span of time from the Ancient civilisations to the Modern Age;

vi. to help the students to be the greatest possible assistance to the citizens of Zambia in the development of appropriate attitudes and social skills related to the accepted values concerning

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national unity, identity and cultural development;

vii. to provide a training in the methods of geographical and other concepts which have or bearing on the positive and appropriate approaches to life in general;

viii. to create an awareness of the physical environment and how it influences man and how man influences his environment;

ix. to develop an understanding of the economic factors which determine man's progress and welfare;

x. to develop an understanding of the influence of the Past and the Present on the society and an appreciation for a need to change;

xi. to develop a moral responsibility for the preservation and improvement of the national and cultural heritage.

3. Suggested Topics for Form I Social Studies syllabus

The Junior Secondary School social studies syllabus should emphasize the proposed Topics as listed below. This programme has been drawn upon the assumption that Zambia, being a member of the 'African Social Studies Programme (ASSP), should adopt and adapt it as it is found most convenient to the Zambian situation.

(a) The study of locality - the immediate students' environment

(i) Location - directions (bearing), size (scale distance);

(ii) Physical Features - (Pictures, plans and maps);

(iii) People-settlements and settlement patterns and types;

(iv) Resources-administration, exploitation, occurance and conservation;

(v) Health problems and services.

(b) Weather and Climate

(i) Factors of weather-temperature, rainfall and humidity;

(ii) Pressure and winds;

(iii) Altitude-influence of weather and climate on human life and activities.

(c) Transport and Communication systems

(i) Types of transport, i.e. land, air and water transportation - modes of their utilisation and levels of development;

(ii) Telecommunications - mass media and their influence on economic growth;

(d) Population

(i) Demographic - changes and movements (size, composition and structures);

(ii) Population and environment, population and resources;

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SUMMARY AND CONCLUSIONS

A. SUMMARY

The following is a summary of the findings of the research which was carried out in the 50 secondary schools which were selected for study. In every situation there is always likely to be different views and opinions over certain issues to be investigated. Like wise, the teachers in the schools in which the research was conducted had different views as regards the introduction of Social Studies in the Junior secondary school classes. In the first place, there were those teachers who strongly opposed the introduction of Social Studies. Their views and feelings are outlined as follows :

1. that there was lack of co-operation from those advocates of the traditional subject specialists. This group of teachers fears that social studies would water down their areas of disciplines;
2. that the subject "Social Studies" is a dead-end subject. They contend that they cannot study and research on the subject at the higher or University levels;
3. that there are problems of teaching materials such as textbooks, supplementary readers and teaching aids which would contribute effectively to the teaching of the social studies programme;
4. that there are also problems of training and re-training of the required manpower. This lack of qualified and competent teachers of social studies requires mobilisation and involvement of all institutions such as the University of Zambia and Teacher Training Colleges;
5. that social studies would become a superficial extract from the different subject areas in question. They fear that social studies would lead to very vaguely, generalised lessons because parts of each subject would not adequately be integrated with others. The teachers further commented that such a step would only lead to a neglect of basic elements of certain subjects;
6. that integration would only be possible in two subjects, namely, Civics and Political Education, while other subjects would stand on their own as they are at present;
7. that Economics be introduced at the Junior secondary school level as this is a very important subject in the development of Zambia;

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8. that in the integrated programme one of the subjects, especially history, was going to dominate the other because teachers were likely to look at all aspects of their own discipline. This would be at the cost of the other disciplines which would not be paid due regard;

9. that setting up a social studies course would not mean that there will be a real integration as such disciplines would be separated fron the others, while the links are neglected;

10. that teachers should be left free to co-operate with other subject departments they liked. The teachers expressed their feelings that integration should not be dictated from above. It should rise from the needs of the teachers and students in the school. They continued to say that a flexible curriculum should give the opportunity to correspond more to the local situation;

11. that integration of subjects would lead to a reduction of the total number of periods per week, thus many teachers would be declared redundant.

In summary, these arguments against the introduction of social studies have a few things in common:

(a) there is no argument against a correlation of more subjects as such. On the contrary, it is generally seen as a big advantage;

(b) most teachers were concerned about practical problems:

(i) a few fear the neglecting of certain aspects of each subject;

(ii) fear of the loss of identity by working together with other departments;

(iii) problems of organisation and ill-prepared teachers to teach the social studies programme.

(c) due regard has to be paid to the specific elements of each discipline as well as to the elements they have in common. Room should be left to teachers to co-operate with other subject departments as well.

In the second place, the advocates of social studies as an integrated approach expressed their views as follows:

1. that only an integrated approach could lead to a well-balanced view of society and an understanding of different relationships;

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2. that social studies in the Junior secondary school would be a good follow-up for the primary school social studies course;

3. that aspects of various subject disciplines should be dragged in, in order to justify a central part of the teacher;

4. that co-operation with other subject departments would depend very much on the initiative of the teacher, the communication of various subject departments, the availability of time to organise common projects and to carry them out;

5. that full integration in the new subject with other teachers would help the teacher to overcome most ot the problems expressed by the traditionists. In other words, a multi-disciplinary, well co-ordinated social studies programme can be developed wherein each of the disciplines is already identifiable and taught;

6. that those who are in agreement to the introduction of social studies should try to convience others that the future of the country depends on the up-bringing and moulding of our people as patriotic citizens of Zambia through social studies.

B. CONCLUSIONS

In tackling the problem of introducing social studies in the Junior secondary school classes, certain areas which brought contradictory views should be made clear as to the role the subject plays in the education of the young. We ought to realise that:

1. the purpose of formal instruction in the social studies is to help students increase the number of meanings they derive from their environment;

2. the major responsibility of the social studies teacher is to make judgements about useful knowledge and to plan instruction that is likely to have value for the learner;

3. social studies has appropriate content for everyone, regardless of career goals. So by definition, "social studies" is directed towards citizenship. Thus the subject should prepare the youth to live responsible and productive lives as adult citizens;

These arguments are supported by the educational reform which states that:

> "In the new system ------- it will be necessary to co-ordinate the syllabus topics and teaching materials so that they make a purposeful whole. ----- The intention of reducing the number of

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subjects in the curriculum at each stage is to intensify and deepen the students' learning of what is essential in relation to the interests and ability of the student".

(Republic of Zambia, Ministry of Education, Educational Reform, Proposals and Recommendations, Government Printer, October, 1977, P. 30)

For this reason, social studies introduces students to those concepts and modes which they need in facing and handeling day to day individual and social problems. The approach enables them to paddle their own canoes long after they have left school. For example, the concept of culture from authropology can enable students to understand the most important differences in human behaviour. To this effect the Educational Reform, (P. 29), states that:

"Educational Reform should be seen as a means of ensuring greater relevance to the cultural environment of the country, better preparation for citizenship and active participation in change, and greater understanding of humanity and the world we live in".

The second example is that of Civics. From Civics students can get the idea of scarcity of resources as seen against the unlimited human wants. It is for this reason that different societies have devised different ways of managing and distributing the scarce resources. This has given rise to different economic systems.

Thus, education should help students cope with the increasing complexity in social relationships of the young of their place in society. The student needs a chance to develop faith in himself. He should learn more about himself and about the wider community in which he lives. Having faith in oneself is the belief that individuals can play an effective part in life.

Since Social Studies involves a study of the basic characteristics of man, it involves a detailed investigation of man to the area in which he lives, and his relationships with other men. Man is thus the basis of all work in Social Studies. As an integrated approach, it involves students in purposeful activities. The subject is also concerned with knowledge and with attitudes and values. This has already been introduced in the Primary school. At the secondary school level this could achieve its logical extension into the past and subsequent years.

Therefore, Social Studies gives opportunity for important social and moral aspects such as attitudes to destitute poverty, racialism, different types of governments, cruelty to animals and children, brutality and injustice to be introduced in the curriculum. In this way students can know about the problems of society. They can study these

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in depth and do something practical to help through community service. Such studies would broaden students' horizons, giving them a motive for work, and perhaps helping them to become better human beings.

From the foregoing arguments on the role of Social Studies in the education of the young, the subject be introduced in the Junior secondary classes. What remains is for the appropriate authorities to find ways and means of solving the most pressing practical problems. However, room is open for those who would like to investigate the issue further.

C. DISCUSSION AND RECOMMENDATIONS

1. DISCUSSION

In the context of Social Studies, all students should be made familiar with the larger social and cultural setting within which the educational syllabus operates. This helps to define the social tastes of education and the process of human development.

If Social Studies is accepted in the Junior secondary school, we should note that the term leans heavily on the social aspect of the different subjects concerned. Society may only have vague ideas of what it wants. The kind of man society now requires in Zambia is a question of utmost importance to all sections of society. To understand society one must study man.

The underlying justification of Social Studies is that education has a major role to play in the building of societies. Education is an instrument of change and development. It must follow from the assumption that social and economic, development, love and brotherhood of man, must find their place in Africa's scheme of Social Studies.

Social Studies will have to include wider visions of the future, an understanding of present aspirations, and an examination and study of change through which society might be translated from the present to the future. The subject must give consideration to the problems of producing students who are aware of the present and future demands of society, oriented towards the development of society. Those adversaries of Social Studies should understand that there are more similarities than differences between geography, history, Civics and Political Education.

2. RECOMMENDATIONS

For successful implementation of the Social Studies programme, the following inevitable and practical implications should be taken into account and action be taken by the appropriate authorities

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without dalay. It is, therefore, recommended that:

(a) the Primary Teacher Education programmes must be developed towards preparing and producing teachers capable of handling Social Studies materials from the integration point of view. This should lay a sound base on which the secondary school Social Studies should be built, thus making a meaningful link between the two levels of education.

(b) in the University of Zambia and Nkrumah Teachers' College, teacher education programmes should be in line with the integrated approach to Social Studies teaching. In both cases, attempt should be made as regards.

(c) Content and Methodology

(i) to integrate knowledge from the various academic disciplines;

(ii) to use those approaches which emphasize the centrality of knowledge of man's utilisation of his environment;

(d) Curriculum Development

The Curriculum Development Centre, with the involvement of the teachers in the field, should speed up the training of more curriculum developers in the field of Social Studies materials production. This should be in line with the Educational Reform, (PP. 29-31) which states that:

(i) "The teacher ----- must understand and be involved in the curriculum process and be adaptable to necessary changes brought by the new curriculum". (P.29)

(ii) "preparing teachers adequately in the use of the new curriculum and materials, undertaking systematic evaluation of curricula and all programmes periodically". (PP. 29-30)

(iii) "----- Teachers in the field should participate ---- in the identification of objectives, design of curricula and syllabuses for each programme and each subject. They should be involved through curriculum committees at schools and through subject associations". (P.30)

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(iv) "Each teacher ----- be motivated to take part in curriculum development and implementation ---- Teachers should be enabled to have the opportunity of participating in and improving methods, materials and teaching, in the process". (PP. 30-31)

(e) Teacher Education objectives

(i) to encourage further the spirit of inquiry and creativity in teachers;

(ii) to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives of education in Zambia;

(iii) objectives need be prescribed for cognitive, affective and social skills of learning. Too often the latter two objectives are neglected;

(iv) practising teachers need be involved in realistic in-service programmes. These will give them the skills necessary to implement the programmes;

(v) both in-service and pre-service programmes should include study of current world problems and issues;

(vi) teacher education programmes should be designed so as to develop skill in assessing student attitudes, values and morals;

(vii) teacher training institutions should encourage and assist schools in setting up their own in-service programmes. Such programmes should be designed to meet the needs of local teachers and expertise available in the local community.

Finally, for the Social Studies programme to achieve the national goals of education in Zambia, there is need for close co-operation and co-ordination between various education departments, curriculum developers, school inspectors, teachers in the field, and teacher educators so as to develop the appropriate materials and methodologies.

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QUESTIONNAIRE ON THE INTEGRATED APPROACH TO THE TEACHING OF SOCIAL STUDIES IN THE JUNIOR SECONDARY SCHOOLS IN ZAMBIA

1. (a) Name of School .....

(b) Location: Town/Village (specify).....

(c) Number of Streams in Form I ..... Number of students per Class.....

(d) Day or Boarding School .....

(e) Number of Teachers teaching?

(i) History ..... Male..... Female.....

(ii) Geography .....Male.....Female.....

(iii) Civics .....Male.....Female.....

(iv) Economics Male .....Female.....

(f) Which of the above subjects do you teach?

How long have you been teaching this subject?.....

(g) Indicate highest certificate you obtained.....

(i) When?.....(ii) Where.....

2. Are you a trained teacher?

Yes [ ] No. [ ]

3. Where were you trained as a teacher? .....

When? From 19.....to 19.....

4. One of the major objectives of edicational goals in Zambia is the orientation and expansion of education and training programmes towards meeting the manpower needs of the country.

(a) How far does the present school curriculum contribute towards this goal?.....

.....

.....

(b) Do you think that the integrated Social Studies aporoach curriculum will contribute towards this goal?

contd./.....

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Yes ☐ No. ☐

Why do you think so? .....

.....

.....

5. Another major objective is to promote integration and "National Unity".

(A) Do you think the Social Studies curriculum will contribute towards this goal? Yes ☐ No. ☐

(b) Will the new curriculum contribute towards closing the disparity in educational opportunities between regions and races? Yes ☐ No ☐

In which way?.....

.....

.....

6. (a) What effects do you think the introduction of Social Studies will have on the teachers currently teaching the single subject areas?.....

.....

(b) Will the change to Social Studies have any effect on the students taking single subject courses?

Yes ☐ No ☐

Give reasons for your answer.....

.....

.....

(c) What possible measures would you take in order to overcome the problems?. .....

.....

7. (a) What unanticipated effects will the new curriculum have?

(b) How could its effectiveness be increased?

contd./.....

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8. Will both the Teachers and Students enjoy or appreciated the new curriculum? Yes ☐ No. ☐

Show with a diagram how the integration of different subject areas can make it effective with the students whom you expect to teach.

.....

.....

9. Was your Pre-Service training relevant enough for your to teach the new Social Studies curriculum?

Yes ☐ No ☐

10. Would you wish to be re-trained in the teaching of Social Studies?

Yes ☐ No ☐

11. In your opinion, would re-training of all teachers who teach the subjects in 1 (c) improve the quality of teaching the new curriculum in the Junior Secondary Classes?

Yes ☐ No ☐

12. Is it necessary to produce a "Teachers' Guide" for the new Social Studies Curriculum? Yes ☐ No ☐

13. In your opinion, should the "Teachers' Guide" contain Background information and teaching techniques? Yes ☐ No ☐

14. Would you like to have student's Work cards and Supplementary Readers? Yes ☐ No ☐

15. Is it necessary that teachers should be provided with Audio-Visual Aids accompanied with explanations of how they are made and used?

Yes ☐ No ☐

16. Indicate those Audio-Visual Aids which you think could help teachers and Students in the teaching and learning processes.....

contd./.....

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17. What type of a "Time Table would you like to have?

(a) Fixed (b) Flexible (Block interchangeable)

Suggest how the Time Table you choose could be used (Taking into consideration other teachers who teach the same class)

18. Would you recommend the Exchange of experience among teachers and other individuals in teaching certain topics?

Yes ☐ No ☐

Suggest ways in which this could be done.

19. What problems have you faced in the teaching of your present subject?

20. Are the existing separate subject instructional materials in Your subject area relevant enough for the integrated approach to the teaching of Social Studies? Yes ☐ No ☐

21. Which Topics from your subject area could be included in the new Social Studies curriculum?

22. Explain how the materials you use in your subject area could be integrated to form a Social Studies Course.

23. Should the teaching of Social Studies emphasize the acquisition of skills or information only? Why do you think so?

24. (a) Have you had any training in Evaluation methods?

(b) If not, would you like to be trained in the Evaluation methods?

Yes ☐ No ☐

(c) How would training in evaluation techniques improve the quality of teaching and learning processes?

25. Use a separate sheet for any additional comments and suggetions you would wish to make as regards the new Social Studies curriculum.